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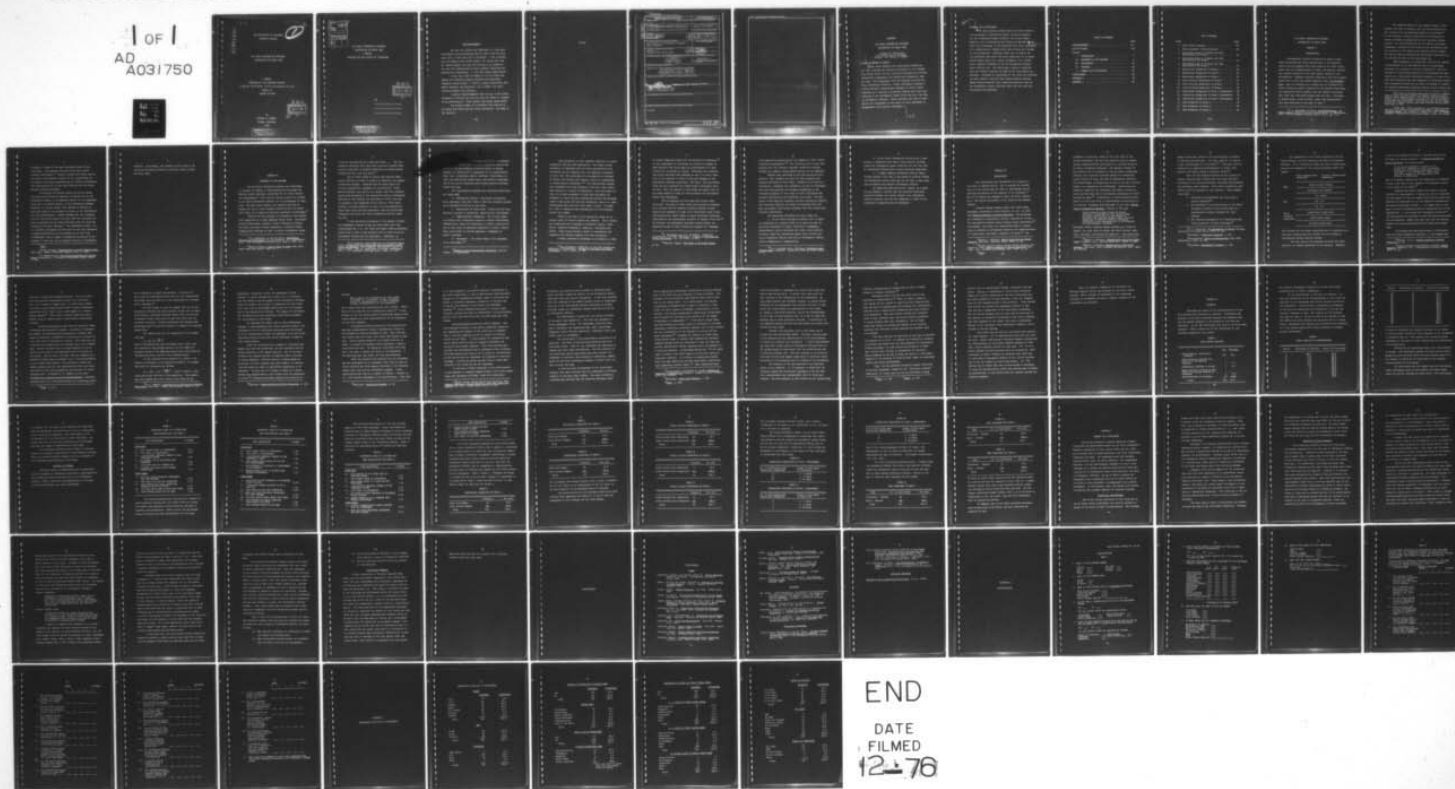
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THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

AIR FORCE INFORMATION OFFICERS'  
PERCEPTIONS OF THEIR JOBS

A THESIS  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
MASTER OF ARTS

By  
MICHAEL R. GANNON  
Norman, Oklahoma  
1976

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To Pat

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## ABSTRACT

### AIR FORCE INFORMATION OFFICERS' PERCEPTIONS OF THEIR JOBS

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Advisor: Dr. Ernest F. Larkin

#### SCOPE AND METHOD OF STUDY:

This study examined the relationship between an Air Force Information Officer's perception of the Information career field, his job, his prior military and civilian journalistic experience, his educational background, and his rank. The respondents were 200 randomly selected Air Force Information Officers. These individuals answered a thirty-item mail questionnaire designed to elicit their responses on a variety of questions dealing with their perceptions of the Information career field and their own jobs as Information Officers. Factor analysis was used to categorize the respondents on the basis of their agreement or disagreement with similar statements.

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FINDINGS AND CONCLUSIONS:

The data analysis showed there were three distinctive groupings of individuals within the group sampled. One was categorized highly positive, the second highly negative, and a third group was listed as undecided. From these three groupings it was indicated that prior experience in a communications related field did not have any bearing on job perceptions. Likewise, there was no support for the contention that prior Air Force experience in an operational career area (e.g., pilot, navigator, etc.) would have a negative influence on how an Information Officer would view his job. The third area in which a relationship was studied involved the rank of the individuals responding. Although the hypothesis of the study was rejected, the data clearly indicated that higher-ranking officers (Major through General) had a much more positive view of the Information career field and their own jobs than did Lieutenants and Captains.

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## AIR FORCE INFORMATION OFFICERS'

### PERCEPTIONS OF THEIR JOBS

#### CHAPTER I

#### INTRODUCTION

Although most current discussion of worker's attitudes and perceptions focus specifically on job dissatisfaction and are peppered with such terms as the "blue collar blues" and the "dehumanization of work", far greater interest has recently centered on the less vogueish concept of job satisfaction. Research concerned explicitly with this subject dates back to 1935 with Robert Hoppock's book, Job Satisfaction. That it continues at a steady rate is evidenced by a recent literature search conducted by the American Psychological Association which revealed over 550 reports concerning this topic were published between 1967 and 1972. According to Edward Locke, 3,350 articles, books, and dissertations have been published on the topic to date.<sup>1</sup>

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<sup>1</sup>U. S. Department of Labor, Job Satisfaction: Is There A Trend, Manpower Research Monograph No. 30 (Washington, D.C.: U.S. Government Printing Office, 1974), pp. 1-2.



The apparent absence of any marked trends in this research may seem to indicate that job dissatisfaction is not a problem for any particular group of individuals.<sup>2</sup> On the contrary, it may be indicating a multiplicity of trends, problems and possibilities, not presently being studied. One such possibility is the linking of various demographic variables to the study of job satisfaction and not focusing on the larger, more elusive national trends. This may be done by analyzing an individual's perception of his job and his role in that particular job.

Self perception, an individual's ability to respond differentially to his own behavior and its controlling variables, is a product of social interaction.<sup>3</sup> Some researchers in social psychology are now presenting self perception as a theoretical alternative approach to some of the data that previously had been explained by dissonance theory. This alternative theory can be useful in helping to account for observed functional relations between current stimuli and

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<sup>2</sup>The lack of national trends may be found in examination of seven national surveys of workers conducted since 1958 by three organizations: The National Opinion Research Center and the Survey Research Centers of the Universities of Michigan and California. This survey data can be supplemented to a limited extent from eight national Gallup polls from 1963 to 1973.

<sup>3</sup>Daryl Bem, "Self Perception: An Alternative Interpretation of Cognitive Dissonance Phenomena," The Study of Attitude Change, eds. Richard V. Wagner and John J. Sherwood (Belmont: Brooks/Cole Publishing Company, 1969), pp. 88-89.

responses in terms of the past training history of the individual. This approach has most often been called "radical behaviorism."<sup>4</sup> Several studies have shown that to the extent that internal stimuli are not controlling, an individual's attitude statements may be viewed as inferences from observations of his own overt behavior and its accompanying stimulus variables.

A recurrent controversy within the United States Air Force has involved the question of whether or not the Information Officer is an important member of the Commanders staff and to a greater extent, is the Information program important to the Air Force? This problem is similar in scope and issue to the problem of whether or not journalists are true professionals. Wilbur Schramm sees the stumbling block in the latter case in the fact that the journalist is only an employee and the final authority rests not with the journalist but their employer.<sup>5</sup> The Information Officer is in a similar predicament in that they too are only employees. J. Edward Gerald sees the key problem as the fact that "journalists" lack an image of themselves as persons of importance.<sup>6</sup> This too, may be related directly to Information

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<sup>4</sup>Ibid.

<sup>5</sup>Wilbur Schramm, Responsibility in Mass Communication (New York: Harper Publishing Company, 1957), p. 344.

<sup>6</sup>J. Edward Gerald, The Social Responsibility of the Press (Minneapolis: University of Minnesota Press, 1964), p. 168.

Officers. Accordingly, the purpose of this study to examine how Information Officers view their career fields and their jobs.



## CHAPTER II

### STATEMENT OF THE PROBLEM

The Air Force Information program was established to increase the degree of understanding and knowledge the American public possesses concerning the Air Force mission and requirements.<sup>7</sup> This overall objective serves as a guide to Air Force Information Officers in the performance of their jobs. For many years however, the tendency has been to assign this job to lower ranking officers within the staff with little or no regard to previous experience or knowledge.<sup>8</sup>

Officers who are assigned to Information jobs usually find themselves in a lowly regarded career field. Lieutenant General Floyd Parks, himself a former Information Officer, and later the Chief of Army Information, testified before Congressional hearings in 1956, "A public information career

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<sup>7</sup>U.S. Department of the Air Force, Information Policies and Procedures, Air Force Manual 190-4 (Washington, D.C.: U.S. Government Printing Office, May 8, 1969), p.1.

<sup>8</sup>Barney Oldfield, Never A Shot in Anger (New York: Duell Sloan and Pearce, 1956), p. 3.



in any of the services is a dead end street .... The (Information Officers) feel that their services retarded their careers, prevented or delayed promotions and seldom gained recognition for a job well done."<sup>9</sup>

The Air Force needs to retain high quality Information Officers in order to conduct an effective and dynamic information program. Assuming that Air Force public relations (information) programs and in particular, Information Officers, are held in low esteem, then this research should help determine if the perceptions help by Information Officers as the validity and importance of their jobs can be related to the background of the officer. More specifically, it should indicate if there is a relationship between rank, prior military experience, age and educational background and how an Air Force Information Officer views his job.

If the historical precedence of low esteem is valid, the demographic factors of age and rank should bear this relationship out, i.e., the older and higher ranking personnel should tend to have a less positive view of their job as an Information Officer and its importance. Similarly, an

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<sup>9</sup>U.S. Congress, House Committee on Government Operations, Availability of Information from Government Departments and Agencies, 84th Congress, 2nd Session, June 9, 10 and 12, 1956. Part 5C, Department of Defense (Washington, D.C.: U.S. Government Printing Office, 1956), p. 1076.

individual who has held operational jobs (pilot, operations officer etc.) should also have a less positive view of his job since the main mission of the Air Force is flying.

However, an officer with a background in any communication area (e.g., journalism, public relations, advertising, or radio and television) should have a far greater understanding of the job and therefore have a more positive attitude toward that job.

For clarification purposes the following definitions are being used:

1. Information Officer - Any person holding Air Force specialty code 7921, 7924 or 7916 and currently serving as an Information Officer at any level.

2. Operational Air Force jobs - Pilots and all jobs directly relating to operations, logistics and intelligence.

3. Communications background - One or more years of college level journalism courses to include advertising, communication, radio and television, or public relations or one or more years of practical experience in radio, television, print media to include magazines, newspapers or public relations.

4. Perception - the mental image or an awareness to an environment.<sup>10</sup>

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<sup>10</sup> Webster's New International Dictionary, 3rd ed. (1964), s.v. perception.

Self perception is most commonly comprised of verbal statements that are self descriptive. The study of self perception is important when all these perceptions of an individual are put together into one organized conception of self, then this achievement is accompanied by feelings of comfort and freedom from tension, which are experienced as "psychological adjustment."<sup>11</sup> The relationship between this adjustment and self perception could have some effect upon behavior in certain circumstances. From this point of view, it is then necessary to study self perception to determine if there are any correlations between the feelings toward a particular job and self perception, and if so, what relationship they have with each other, if any. In doing so I hope to establish some foundations for this research project and others.

Study in the area of self perception leads one to several areas of related studies and research. These studies are categorized such headings as dissonance theory, credibility, cognitive dissonance, congruity, conformity and others. These areas provide a wealth of information and background for further research into self perception.

A study conducted by Festinger and Carlsmith in 1959

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<sup>11</sup> John Brownfain, "Stability of the Self Concept as Dimension of Personality," Journal of Abnormal and Social Psychology, Vol 47 (1952), p. 597.



on forced compliance deals with the problem of dissonance.<sup>12</sup> In this experiment an individual was induced to engage in some behavior that would imply his endorsements of a particular set of beliefs or values. Following this behavior, his actual attitudes were assessed to see if it was a function of the behavior in which he had just engaged or the manipulated stimulus conditions. For years, this particular study has been analyzed and studied from a dissonance point of view. Now, the results of this study and others like it, are being viewed in terms of intra-personal self perception rather than dissonance.

This re-analysis is not being done without some criticism. The goal of those using self perception analysis is to account for the observed relations between current stimuli and responses in terms of an individual's past training history and a small number of basic functional relations discovered in the experimental analysis of simpler behaviors.<sup>13</sup> In contrast, the dissonance theorists clearly prefer the deductive nature of their theory and derogate the "weakness

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<sup>12</sup>L. Festinger and J. M. Carlsmith, "Cognitive Consequences of Forced Compliance," Journal of Abnormal and Social Psychology, Vol. 58 (1959), p. 205.

<sup>13</sup>Sherwood, Wagner, The Study of Attitude Change, p. 90.



of an empirical generalization" as compared to their "true" theoretical explanation.<sup>14</sup> The criticism also is that this analysis will not venture a specific prediction without knowing the complete reinforcement history of the organism.

Despite this criticism of the self perception perspective, this research can and will help formulate the research questions in this study. Studies in the field of credibility, congruity and conformity, as well as dissonance will also help provide the necessary background in the theoretical aspects of this topic so that intelligent and accurate observations and synthesis can be made. For purposes of this specific research, the self perception analysis will help make explicit the kinds of knowledge about the past and present controlling variables that will enable more accurate predictions.

The hypotheses formulated for this study are:

1. An Air Force Information Officer with a degree in journalism or a related field or at least one year of practical experience in radio, television, newspapers, advertising or public relations will have a more positive attitude toward the Information career field and his job as an Information Officer than will an Information Officer with no background in communication.

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<sup>14</sup>D. H. Lawrence and L. Festinger, Deterrents and Reinforcement (Stanford: Stanford University Press, 1962), p. 17.

2. An Air Force Information Officer with a background in operations will have a less positive attitude toward the Information career field and his job than will an Information Officer with no prior military experience.

3. A higher ranking Information Officer (Major through General) will have a less positive attitude toward the Information career field and his job than a lower ranking (Lieutenant and Captain) Information Officer.

By using this self perception "theory" as a basis for my research I believe that the observed functional relations between the current stimuli (the Information Officer's present job) and the responses in terms of the individual's background may be explained.

### CHAPTER III

#### METHODOLOGY

Two requirements are fundamental for research in the field of communications. One is knowing the problem that is to be solved and the other is identifying the objectives and methods of the research to be conducted.<sup>15</sup> The first chapter was designed to meet the first requirement. The second requirement is the focus of the present chapter.

Research design normally falls into three broad groupings, according to Claire Selltitz, et. al., in their book Research Methods in Social Relations. The groupings are formulative (exploratory) studies, descriptive studies, and experimental studies (those testing causal hypotheses).<sup>16</sup> Accordingly, this study is a descriptive study or survey, which is defined as portraying accurately the characteristics of a particular individual, situation, or group.<sup>17</sup> The

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<sup>15</sup>Edward J. Robinson, Public Relations and Survey Research (New York: Meredith Corp., 1969), p. 55.

<sup>16</sup>Claire Selltitz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: Holt, Rinehart and Winston, Inc., 1966), p. 50.

<sup>17</sup>Ibid.



statement of objective, which is the first half of the second requirement, was for this research study to assess certain characteristics (attitudes) of a selected group of Air Force Information Officers. The primary interest of the research was to determine if the Air Force Information Officers had a positive attitude toward the Information career fields and their own jobs as Information Officers. The establishment of definitions is one of the most critical needs in an explanation of methodology. Definitions are needed in order for the researcher and others to know exactly what has been done in collecting, analyzing and interpreting the data.<sup>18</sup> A definition of survey research would seem to be the first step in establishing the procedures to be utilized. Professor Fred Kerlinger in his book, Foundations of Behavioral Research, defines it this way:

Survey research is that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover relative incidence, distribution and interrelations of sociological and psychological variables.

Kerlinger further explains sample surveys as a "focus on people, the vital facts of people and their beliefs, opinions, attitudes, motivation and behavior." This particular

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<sup>18</sup>Edward J. Robinson, Communication and Public Relations (Columbus, Ohio: Merrill Books Inc., 1966), p. 488.

<sup>19</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1966), pp. 393-394.

sample survey was limited to the psychological variables of opinions and attitudes. The term "opinion" is used as a mere verbalization of an attitude.<sup>20</sup> "Attitude" will be defined as an organized predisposition to think, feel, perceive and behave toward a cognitive object.<sup>21</sup>

From the questionnaire portion of this survey research, opinions were obtained and from these opinions, attitudes of the subjects surveyed, including favorableness and intensity, were inferred. Three basic assumptions were held as true for purposes of this research. These assumptions were:

1. Attitudes are measureable and vary along a linear continuum.<sup>22</sup>
2. The attitudes of a selected group of Air Force Information Officers could be measured by a questionnaire properly designed for that purpose.
3. The opinions expressed by the respondents were truly reflective of their attitudes.<sup>23</sup>

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<sup>20</sup>L. L. Thurstone, The Management of Values (Chicago: University of Chicago Press, 1959), p. 126.

<sup>21</sup>Kerlinger, Behavioral Research, p. 495.

<sup>22</sup>Jum Nunnally, Tests and Measurements (New York: McGraw-Hill, 1959), p. 301.

<sup>23</sup>Thurstone, Management of Values, p. 218.

The population of this study consisted of 650 Air Force Officers, who were currently serving as Information Officers. A 2 x 3 factorial design was used to graphically portray the breakdown of the various groupings within the sample.

	Prior communication experience	No prior communication experience
Rank	Major through Colonel	
	Lieutenant and Captain	
	36 - Above	
Age	28 - 35	
	21 - 27	
	Operational Career Area	
Prior military experience	Other Career Areas	
	No Other Career Area	

This allowed for the proper classification of responses once they were returned and also allowed for the testing of correlations between specific groups.

The next step in the procedure involved the determination of a sample population to be surveyed. Sampling



is one of the preferred methods of learning opinions and attitudes of a large universe. In Research Methods in Social Relations, the authors state:

It is rarely necessary to study all the people of a community in order to provide an accurate and reliable description of the attitudes ... of its members. More often than not a sample of the population to be studied is sufficient.

They do stipulate however that the sample must be designed in such a way that it will represent the population which is the object of the study.<sup>24</sup>

Backstrom and Hursch report that unless a survey fulfills two requirements, it should not even be conducted. One requirement is that the sample "must include people who together are representative of the community (population)." The second requirement states " ... the sample must be adequate in size so estimates about the characteristics of the (population) ... can be made with reasonable precision."<sup>25</sup> The requirements for meeting the size and representativeness are interrelated. Sample size will vary with the desired degree of accuracy and precision will depend upon sample size.

In studying this particular group of individuals (All Air Force Information Officers), it was assumed that

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<sup>24</sup>Selltiz, et al., Research Methods in Social Relations, p. 51.

<sup>25</sup>Charles Backstrom and Gerald D. Hursch, Survey Research (Evanston, Ill.: Northwestern University Press, 1963), p. 25.

they were a relatively homogeneous group. Their job positions and military backgrounds allowed this conclusion. This, too, related to sample size. It takes fewer people to produce a good sample derived from a fairly homogeneous population than it does to get a good sample of a heterogeneous sample.<sup>26</sup> Also, since a random sample was used, a smaller group or sample could be used without sacrificing accuracy.

Accuracy and precision were the most important items considered when drawing the sample. According to Backstrom and Hursch, any researcher must stipulate in advance what degree of precision (confidence) is needed and the amount of error that can be tolerated in a survey. Both precision and tolerated error depend upon the intended use of the obtained data. Rather, precision can be termed adequate if an inference can be made to the population from the results of the survey. This is due to the fact that any sampling of a population allows only an estimate, not a true determination of the object being studied. The difference between the sample estimate and the true characteristic that would have been found if the entire population was surveyed is called sampling error. Professor H. H. Remmers in his book, Introduction to Opinion and Attitude Measurement, describes sampling error as a statistical method for evaluating errors

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<sup>26</sup>Ibid., p. 26.

due to sampling or chance fluctuations. He goes on to state that an investigator first must set up a hypothetical percentage value he feels is a true percentage of the population character.<sup>27</sup>

For this study, it will be assumed that if all the Information Officers had been surveyed, 85 per cent of them would possess a favorable attitude toward their job and the information career field while 15 per cent would have unfavorable attitudes. Having established this hypothetical percentage value it was then possible to compute the required sample size.

The formula used for the computation of the sample size was:

$$N = (p) (q) \left( \frac{k}{\%} \right)^2$$

where N represents the required sample size; p and q are the hypothetical percentage values; k is the number of standard errors in the sampling distribution (also known as standard deviation); and % is the tolerated error.

If the tolerated error selected is  $\pm 5\%$  at a .95 degree of confidence (1.96 standard deviation), the sample size would be calculated as follows:

$$N = (.85) (.15) \left( \frac{1.96}{.05} \right)^2 = (.1275) (1536.6) = 195$$

which was within the size of the population. This number was then rounded up to 216, which is one third of the

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<sup>27</sup>H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 38.



population. Therefore, within the parameters of this formula, it can be assured with 95 per cent of confidence that the results from the sample of 216 Information Officers would not deviate, as a result of sampling error and variation, more than  $\pm 5$  percentage points from the true percentage of the population's attitude. This degree of confidence and tolerated error were considered sufficiently adequate for the purposes of this study.

By computing the sample size by this mathematical formula, it was determined that within specified limits, the responses of the 216 individuals surveyed were distributed so as to automatically reflect the aggregate attitudes of the specified population and would allow inferences to be made to that characteristic.

After the tolerated error, degree of confidence and sample size had been determined, the next procedure was the actual selection of the sample subjects. One of the most reliable and accepted methods of assuring chance selection is random sampling. Robinson defines a random sample as selecting "in such a fashion that each element, or observation has either an equal or specifiable opportunity to be selected." He says that if a sample is drawn by a random method then generalizations can be made about the population in total.<sup>28</sup> Professor Kerlinger supports this position by

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<sup>28</sup>Robinson, Communication and Public Relations, p. 159.

stating:

When a sample of a population has been drawn at random, it is possible to make statements about the characteristics or other relations between characteristics in the population.

But he warns that such statements are never certain. Statements of this kind are of a probablistic nature.<sup>29</sup> It was decided to use this random method of selecting samples since random samples are valid representations of the population and are also unbiased.

A stratified random selection of the population by rank was accomplished by using an alphabetical roster of all Information Officers arranged by rank. This list was then broken down into cells, with three individuals in each cell. Then by random selection of a number from one to three, I was able to determine which individual I would choose from each cell. By taking one individual from each cell I was able to sample one third of the population. A new starting point was chosen for each rank grouping.

After the subjects were selected the next procedure was the development of an instrument that could be used to obtain opinions and later measure attitudes of the subjects toward their jobs and the Information program. A mail questionnaire was used for a number of reasons. Jahoda, et al., list several advantages to the questionnaire. They cite

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<sup>29</sup>Kerlinger, Behavioral Research, p. 60.



it is less expensive; the skills required to administer it are rather negligible; it can be administered simultaneously; because of its standardized wording, order of questions and method of recording responses, uniformity is insured; and it places less pressure on the subject for immediate response.<sup>30</sup> Other considerations given to the mail questionnaire included its ease of distribution, its practicality and the time that would have been involved using any other method.

The questionnaires were all mailed together. The first mailing included a cover letter personally signed by me, explaining the purpose of the survey and a statement that it had been approved by all the proper authorities within the Air Force. It also assured the respondents that their replies would be held in complete confidence and solicited their prompt response. This first mailing also included the questionnaire and an addressed return envelope. The questionnaire was coded so as to allow for determination of who had and had not responded, for purposes of follow up mailings. A follow up letter was sent after a three-week interval to all those who had not responded.

By the use of direct questions in the questionnaire it was possible to classify sample subjects into three groups: those with favorable attitudes, those with unfavorable

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<sup>30</sup>Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relation - Part One: Basic Procedures (New York: Dryden Press, 1952), p. 156.



attitudes, and those who were doubtful or undecided about their attitudes toward the subject of the Information career field and their own jobs in Information. It was also possible that the consensus of the sample subjects could be classified into one of the three groups thereby indicating an overall attitude toward the Information career field and the job as an Information Officer.

The questionnaire created for this survey consisted of two parts (see Appendix A). The first was designed to obtain demographic facts. Ten demographic questions were used to determine the respondents age, rank, educational background, prior military experience, commission source and current level of assignment.

The second part of the questionnaire consisted of 31 questions. The first 30 opinion-type questions were of a structured nature. That is, the respondent was permitted to respond with only fixed alternatives. The last question of the second part was an open-ended type which allowed the respondent to provide a free response or additional comment about the Air Force Information program or career field, as well as their own jobs.

It was the first 30 questions of the second part, however, that dealt directly with the respondent's attitudes relative to the area being studied. The major problem encountered was insuring that the questions developed would

elicit appropriate attitudinal inclinations and allow measurement of the direction and intensity of those attitudes. One variation of the structured type question which would allow this is the rating scale. In a rating scale, the subject is presented a statement and is asked to indicate to what extent the word, phrase or statement is descriptive of his beliefs. This study incorporated a Likert-type rating scale which allowed for attitudes to be scaled as to the degree of agreement or disagreement.<sup>31</sup> A five-point rating scale was used because such scales allow for intensity of attitude expression, resulting in greater variance, and it also allowed for the consideration of the findings in view of the proposed hypotheses.<sup>32</sup> Although the variance of Likert-type rating scales seems to contain some response-set variance, summated rating scales are convenient to use, and they can provide significantly varied responses which are amenable to scoring and analysis. As Kerlinger points out, "Of the three types of scales, this scale seems to be the most useful in behavioral research. It is easier to develop and yields about the same results as the more laboriously constructed, equal appearing interval scale."<sup>33</sup> Some researchers have

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<sup>31</sup>Philip Emmert and William D. Brooks, Methods of Research in Communication (Boston: Houghton Mifflin Company, 1970), pp. 199-200.

<sup>32</sup>Kerlinger, Behavioral Research, p. 496.

<sup>33</sup>Ibid., p. 499.



noted the problem of vagueness and clarity when using this Likert-type rating scale. I believe that these problems were overcome by the commonality of the respondents. An open-ended question was included, however, to enable better estimates of the respondents true opinions and also to help detect any relationship not hypothesized in this study. By adding an open-ended question, one of the disadvantages of this type of questionnaire--that of a lack of depth and probing--was at least partially overcome. A combination of the summated rating scale and the open-ended item seemed best suited for this study.

Overall, the variables cited in the study can be tested with the methodology stated. The major concerns were in the construction and administration of the questionnaire to insure its validity and reliability. A trial questionnaire was used with a small group of Information Officers prior to the actual survey to help insure that the questionnaire was a valid and reliable one. This was followed by an interview with each of the three sample respondents to ascertain their perception of the questions and the wording of the statements.

The analysis of the data gathered is an important factor in any research. It is necessary to break down the technical jargon and statistical languages of the raw form into understandable and interpretable form for study and testing. The term analysis is then defined as the categorizing



ordering, manipulating and summarizing of data to obtain answers to research questions.<sup>34</sup>

Kerlinger points out that the first step in any analysis is categorization.<sup>35</sup> This, in effect, means we must assign the set objects to partitions and subpartitions. This was done by breaking down the universe into Information Officers with a communication background and those without this background. They were further divided into subpartitions of age, military rank, and prior military experience in career fields other than information. Use of these partitions helped in meeting the demands of the research questions and therefore yielded adequate and workable data for analysis.

The next step was the selection of the type of statistical analysis to be used. To analyze the information obtained, a procedure was needed that not only measured the correlation between groupings, but also would help determine if there were certain basic factors to distinguish the subjects. Factor analysis is one way to array the data in a form which, compared to the majority of other methods, makes the groupings readily and easily determinable.

Thus, the data gathered contained several indicators of how each respondent viewed his job. None gave a perfect indication, of course, and that can be attributed to many

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<sup>34</sup>Ibid., p. 134.

<sup>35</sup>Ibid., p. 137.

factors, such as questionnaire design, respondent bias and others. However, a combination of these items correlated highly with certain others and it was this combination and the value assigned to it that provided a basis for judgment based on the responses given to the questions. Other factors that entered in included the demographic factors of age, rank and prior backgrounds of the individuals responding. With the factor analysis and the other factors mentioned it was possible to determine the meaning of the factor loadings that were assigned to the output; this gave a predominant pattern of the variables I was attempting to measure, with a minimum of further testing.

This method was the best for this particular research for three reasons: (1) It combined many tests into one overall test. Rather than having to manually compare correlations for relationships or run further computer analysis of this data, factor analysis carried out this step. (2) It is a method whereby the data received could be interpreted. With a minimum of effort, clusters of variables were found and it could also be determined whether or not a given variable was or was not loaded on a particular factor. (3) The factors can be broken down into as many groups as necessary to cover all possibilities; rather than leaving some variables as questionable, it will factor them into separate groups for analysis purposes.

Thus, the "Quanal" program of the University of Oklahoma Computer Center was selected for the above stated reasons. With a minimum of adjustment to the operating procedure to accomodate the data a complete analysis of the information was received.



## CHAPTER IV

### FINDINGS

Following the return of the questionnaires the raw data gathered was subjected to analysis. Information was gathered on how each individual answered the questions and how the answers compared to the answers of the other respondents. In all 200 individuals were used in the final data analysis. Table 1 shows how the 216 individuals in the universe responded to the survey.

TABLE 1  
FINAL RETURN ANALYSIS

	<u>No.</u>	<u>Per cent</u>
Questionnaires returned by deadline	200	92.6
Questionnaires returned too late to be included in analysis	3	1.3
Respondents refusing to answer	3	1.3
Questionnaires returned by Post Office for unknown address or addressee	4	2.0
Questionnaires not returned	<u>6</u>	<u>2.8</u>
Total	216	100.0

The complete demographic analysis of the 200 individuals responding can be found in Appendix B.

To be interpretable, a test must be reliable. To test the reliability of the statements used in this study the responses to all statements were factor analyzed across all 200 respondents. This provided a clustering of statements on the basis of similarities and difference in the way the subjects responded to them. The results of this analysis are shown in Table 2. As can be seen by the results of this test 84% of the total variance was accounted for by a single factor, indicating that subjects had interpreted the questions in a very similar manner with little confusion of meaning between respondents.

TABLE 2  
FACTOR ANALYSIS OF QUESTIONNAIRE

Factor	Percentage of Variance	Cumulative Percentage
1	84.0	84.0
2	1.9	85.9
3	1.4	87.3
4	1.3	88.6
5	1.2	89.8
6	1.1	91.0
7	1.0	91.9
8	.8	92.8
9	.7	93.5
10	.7	94.1
11	.6	94.7
12	.6	95.3
13	.5	95.8

Factor	Percentage of Variance	Cumulative Percentage
14	.4	96.3
15	.4	96.7
16	.4	97.1
17	.3	97.4
18	.3	97.7
19	.3	98.0
20	.3	98.3
21	.3	98.6
22	.3	98.8
23	.2	99.1
24	.2	99.3
25	.2	99.5
26	.2	99.6
27	.1	99.7
28	.1	99.9
29	.1	100.0
30	.0	100.0

In order to determine how subjects clustered on the basis of the attitudes revealed by their responses to the statements a Q-analysis was run. Here subjects are clustered across statements on the basis of their similarities and differences of attitudes held.

Briefly the 200 respondents split into three factors or groups. The differences between the first and the third groups are quite distinct while the second group seems to be the hardest to define as it shares some of the dominant characteristics of both groups.

The first group was the largest with 136 individuals. These individuals show the most positive attitude toward their job and the Information career field. The third group,



in contrast, (N = 42) were not as satisfied or happy with their own particular jobs and did not feel the Information career field was as important. The individuals in the second group (N = 22) were mixed in their reactions. Although they felt the job was interesting and challenging they were not happy or satisfied with their jobs.

The following discussion will attempt to show and clarify the evidence supporting this brief summary and hopefully will provide further insights into the responses of the individuals participating in the study.

#### Analysis of Values

The first group is characterized by a predominant positive response to statements indicating a high regard for the Information career field and the job of Information Officer. Table 3 shows the descending array of Z-scores and item descriptions for these individuals.

TABLE 3  
DESCENDING ARRAY OF Z-SCORES AND  
ITEM DESCRIPTIONS FOR GROUP 1

ITEM DESCRIPTION	Z-SCORE
<u>AGREE MOST</u>	
17. INFO CAREER FIELD IS INTERESTING	1.60
19. INFO FIELD IS CHALLENGING	1.55
30. I AM THE MOST IMPORTANT MEMBER OF THE COMMANDER'S STAFF	1.32
23. MY PRESENT JOB IS SATISFYING AND REWARDING	1.29
27. I AM HAPPY WITH MY PRESENT JOB	1.19
21. TALENTS AND SKILLS ARE UTILIZED EFFECTIVELY	1.12
<u>AGREE LEAST</u>	
4. MOST AIR FORCE PERSONNEL UNDERSTAND THE INFO PROGRAM	-1.17
11. INFO FIELD IS GOOD FOR PROMOTIONS	-1.17
14. INFO OFFICER HAS EQUAL CHANCE FOR PROMOTION WITH B-52 PILOT	-1.59
18. IF GIVEN CHOICE WOULD LEAVE INFO FIELD	-1.86
9. INFO PROGRAM SHOULD BE CUT BACK	-1.87

The second grouping shows high positive response to those questions dealing with the career field as a whole, but rather low responses to those questions relating to personal job satisfaction. Table 4 given the descending array of Z-scores and item descriptions for this type.

TABLE 4  
DESCENDING ARRAY OF Z-SCORES AND  
ITEM DESCRIPTIONS FOR GROUP 2

ITEM DESCRIPTION	Z-SCORE
<u>AGREE MOST</u>	
17. INFO CAREER FIELD IS INTERESTING	1.58
19. INFO FIELD IS CHALLENGING	1.52
30. I AM THE MOST IMPORTANT MEMBER OF THE COMMANDER'S STAFF	1.44
28. INFO CAREER FIELD SHOULD NOT BE CUT BUT STRENGTHENED	1.32
7. INFO PROGRAM IS IMPORTANT IN DEVELOPMENT OF NEW WEAPONS	1.16
29. EFFECTIVENESS AS AN IO DEPENDS UPON GENERAL EXPERIENCES	1.09
<u>AGREE LEAST</u>	
3. AF PLACES TOO MUCH EMPHASIS ON FAVORABLE PUBLIC OPINION	-1.00
25. I NEED MORE FORMAL TRAINING TO DO A GOOD JOB	-1.03
11. INFO FIELD IS GOOD FOR PROMOTIONS	-1.04
40. MOST AIR FORCE PERSONNEL UNDERSTAND THE INFO PROGRAM	-1.08
18. IF GIVEN CHOICE WOULD LEAVE INFO FIELD	-1.48
14. INFO OFFICER HAS EQUAL PROMOTION CHANCE WITH B-52 PILOT	-1.60
9. INFO PROGRAM SHOULD BE CUT BACK	-1.69



The third and final group (N = 42) was the most negative of the three groupings. These individuals are characterized by highly negative responses to those questions relating the Information Officer's skill utilization and the promotion potential within the career field, as well as the command support given to the Information Officer. Table 5 indicates the descending array of Z-scores and item descriptions.

TABLE 5  
DESCENDING ARRAY OF Z-SCORES AND  
ITEM DESCRIPTIONS FOR GROUP 3

ITEM DESCRIPTION	Z-SCORE
<u>AGREE MOST</u>	
22. INFO OFFICER IS TOO OFTEN USED IN UNRELATED TASKS	1.75
17. INFO CAREER FIELD IS INTERESTING	1.48
15. INFO CAREER FIELD IS A DEAD ONE FOR PROMOTIONS	1.43
30. I AM THE MOST IMPORTANT MEMBER OF THE COMMANDER'S STAFF	1.33
19. INFO FIELD IS CHALLENGING	1.30
3. AF PLACES TOO MUCH EMPHASIS ON FAVORABLE PUBLIC OPINION	1.24
29. EFFECTIVENESS AS AN IO DEPENDS UPON GENERAL EXPERIENCES	1.19
<u>AGREE LEAST</u>	
5. AF INFO PROGRAM ENJOYS STRONG SUPPORT FROM ALL COMMANDERS	-1.08
4. MOST AIR FORCE PERSONNEL UNDERSTAND THE INFO PROGRAM	-1.15

	ITEM DESCRIPTION	Z-SCORE
20.	ADVICE TO NEW IT WOULD BE INFO CAREER FIELD IS BEST	-1.30
14.	INFO OFFICER HAS EQUAL PROMOTION CHANCE WITH B-52 PILOT	-1.65
11.	INFO FIELD IS GOOD FOR PROMOTIONS	-1.68

The first hypothesis proposed for this study stated, "An Air Force Information Officer with a degree in journalism or a related field or at least one year of practical experience in radio, television, newspapers, advertising or public relations will have a more positive attitude toward the Information career field and his own job, than will the Information Officer with no background in communications. The data does not indicate any support for the first portion of this hypothesis. Table 6 shows the breakdown for Group 1 on those who did or do not have a degree in journalism or a related field, Table 7 shows the data for Group 2, and Table 8 shows the same data for Group 3.

TABLE 6  
EDUCATIONAL BACKGROUND OF GROUP 1

	Frequency	Per cent
Those with Degree	95	69.9
Those without Degree	<u>41</u>	<u>30.1</u>
Total	136	100.0



TABLE 7

## EDUCATIONAL BACKGROUND OF GROUP 2

	Frequency	Percent
Those with Degree	18	81.8
Those Without Degree	<u>4</u>	<u>18.2</u>
Total	22	100.0

TABLE 8

## EDUCATIONAL BACKGROUND OF GROUP 3

	Frequency	Per cent
Those with Degree	22	52.4
Those without Degree	<u>20</u>	<u>47.6</u>
Total	42	100.0

The chi-square test between Groups 1 and 3 yields a coefficient of 4.19, which is not significant to the .05 level, so the first portion of the hypothesis must be rejected.

The second portion of the hypothesis deals with prior civilian work experience and Tables 9, 10 and 11 show the breakdowns in this category for the three groups.



TABLE 9

## PRIOR CIVILIAN EXPERIENCE OF GROUP 1

	Frequency	Per cent
Those having prior experience	54	39.7
Those without prior experience	<u>82</u>	<u>60.3</u>
Total	136	100.0

TABLE 10

## PRIOR CIVILIAN EXPERIENCE OF GROUP 2

	Frequency	Per cent
Those having prior experience	7	31.8
Those without prior experience	<u>15</u>	<u>68.2</u>
Total	22	100.0

TABLE 11

## PRIOR CIVILIAN EXPERIENCE OF GROUP 3

	Frequency	Per cent
Those having prior experience	15	35.7
Those without prior experience	<u>27</u>	<u>64.3</u>
Total	42	100.0

The chi-square analysis between Groups 1 and 3 shows a coefficient of .21 which is not significant to the .05 level, so it too must be rejected.

The second hypothesis states, "An Air Force Information Officer with a background in operations will have a less positive attitude toward the Information career field and his own job than will an Information Officer with no prior military experience. Tables 12, 13, and 14 show the breakdown of the Groups as to the amount of time indicated in operational Air Force jobs.

TABLE 12

## OPERATIONAL BACKGROUND OF GROUP 1 RESPONDENTS

No. of Individuals with Operational Background	Length of Time Spent in Operations
6	0 - 4 years
12	5 - 8 years
18	9 -20 years

TABLE 13

## OPERATIONAL BACKGROUND OF GROUP 2 RESPONDENTS

No. of Individuals with Operational Background	Length of Time Spent in Operations
0	0 - 4 years
1	5 - 8 years
1	9 -20 years



TABLE 14

## OPERATIONAL BACKGROUND OF GROUP 3 RESPONDENTS

No. of Individuals with Operational Background	Length of Time Spent in Operations
1	0 - 4 years
9	5 - 8 years
6	9 -20 years

None of the three groupings in Group 1 or Group 3 are significant, to the .05 level so therefore the second hypothesis must also be rejected. (Chi-square coefficients - .35, .5.09, .009.)

The final hypothesis proposed states, "A higher ranking Information Officer will have a less positive attitude toward the Information career field and his own job than will a lower ranking Information Officer. Tables 15, 16 and 17, show the rank breakdown for all Groups.

TABLE 15

## RANK BREAKDOWN OF GROUP 1

Rank	No. of Individuals	Per cent
Lieutenant - Captain	67	49.3
Major - General	<u>69</u>	<u>50.7</u>
Total	136	100.0



TABLE 16  
RANK BREAKDOWN FOR GROUP 2

Rank	No. of Individuals	Per cent
Lieutenant - Captain	18	81.8
Major - General	<u>4</u>	<u>18.2</u>
Total	22	100.0

TABLE 17  
RANK BREAKDOWN FOR GROUP 3

Rank	No. of Individuals	Per cent
Lieutenant - Captain	25	59.5
Major - General	<u>17</u>	<u>40.5</u>
Total	42	100.0

The data in these tables indicates that the hypothesis must be rejected and that the opposite is true, that is, a higher ranking officer will have a more positive attitude toward the Information career field and their own jobs. The chi-square coefficient between Groups 1 and 3, is 16.56 which is significant to the .005 level, thus the third hypothesis must be rejected as started.

In summary, none of the three hypothesis proposed were accepted and in the third, the data indicates the opposite is true.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This study attempted to gather empirical evidence concerning the relationship between an Air Force Information Officers' perception of their career field and job, their prior military and civilian experience, and their educational background and rank. The respondents were 200 randomly selected active duty, Air Force Officers. The respondents answered a 30-item questionnaire designed to elicit their responses on a variety of questions dealing with their perceptions of the Information career field and their own jobs as Information Officers. By use of factor analysis the respondents were categorized into one of three factors on the basis of their agreement or disagreement with similar statements. In this manner, those individuals with similar perceptions were grouped together for analysis purposes.

#### Objectives and Findings

One of the initial objectives of this study was to see if there certain individuals who could be grouped together on the basis of their job perceptions. The findings

showed that there were three distinctive groupings of individuals within the Information Officers sampled. From this, was an attempt to determine if there groupings could be explained by certain characteristics, i.e., rank, prior civilian experience in the communications industry, experience in an Air Force operations related job or by educational background.

Specially, the findings indicated that prior civilian experience and/or a degree in a communication related field did not have a significant bearing on the way the respondents answered the questionnaire. Although nearly 68 per cent of the Information Officers sampled had degrees in journalism or a related area, there was not a significant difference in how these individuals split into various groupings.

Likewise, there was no support for the contention that prior Air Force experience in an operational career area would have a negative influence on how Information Officers view their jobs. There seems to some indications however, that there is a trend toward the support of this contention in the group of individuals with five to eight years of operational background. This trend may or may not have any significance and I believe further analysis is warranted.

The third area in which a relationship was studied involved the rank of the individuals responding. Although



the hypothesis of the study was rejected, the data clearly indicated that rank did have some effect on the way in which the respondents answered the questions. The data showed higher ranking officers (Majors through General) as having a much more positive view of the Information career field and their own jobs than did the Lieutenants and Captains.

#### Suggested Further Research

This study has hopefully served as a focal point for further research into the vast area of Information Officer job satisfaction. Although the data presented in the previous chapter seem to answer some of the basic questions raised regarding this area of concern, it has also raised many more. If nothing else, this study has shown that Information Officers do have some strong feelings about their jobs (both positive and negative). However, I do believe that some refinements are needed in the questionnaire for greater precision and clarity. With some modifications, the questionnaire could focus on the more specific area of job satisfaction--thereby eliminating the areas of career satisfaction and attitudes toward the Information program. By doing so, there may be certain portions of the questionnaire they may be eliminated because they are not relevant or important to the type of information desired. Thus, one possibility would be an investigation of which variables

(or combination of them) affect job satisfaction.

Another possible study would be the relationship of job satisfaction to job performance. This study made no reference to this relationship but if such a study could be conducted it might yield valuable data about the importance of job satisfaction.

Another area that should be studied as an outgrowth of this survey, would be an investigation of the attitudes of officers in other non-rated Air Force career fields to see if similar relationships exist. This might help determine whether the results of this survey are unique to the population surveyed or whether they represent the attitudes of all officers in support jobs.

One of the most overwhelming issues raised in the data gathered from both the fixed alternative and open ended questions, concerned promotions and the Information career field as a detriment to promotions. All three groupings of individuals strongly disagreed with the statement, "The Information career field is good for promotions." Likewise, there was similar unanimity in disagreement with the statement that "An Air Force Information Officer has an equal promotion chance with a B-52 pilot." Even though all groups differed significantly in how they viewed the career field and their own jobs, they were almost unanimous in their indications of concern over promotions. Their comments on the

open-ended portion of the questionnaire bears this out. Nearly 20 per cent of the 200 respondents took time to write comments on this topic. A number of them elaborated that they did not feel they stood a chance for promotion when competing against pilots, even though many of them felt they fit the "whole man" concept much better than a pilot. Some individuals even went one step further and commented on the new Officer Efficiency Report (OER) system. All agreed it would hurt the Information Officer and one individual went as far as calling it an "unmitigated disaster."

Another commented:

Although the Information Officer works for the Commander, he (the Commander) can no longer give him an outstanding OER without justifying it to all the other Colonels at the review board - something most Commanders would not take the time to do.

Another comment said:

I enjoy the Information career field and the Air Force but I am currently considering getting out because of what I feel is a declining chance in Information for promotion, and I am not that interested in changing career fields.

A number of comments also referred to the recent promotion and regular Air Force selection boards for an answer to the question on equal promotion ability. The one that seemed to sum it up for the majority of these respondees said simply, "Glum - Glum - Grim!" Other comments on promotions ranged from "I don't dislike the Information career



field--but career is the "key word" to "promotions are the field's only drawback--but what a big one it is." From this group of comments it seems only appropriate that further studies be done in the area of job satisfaction as it relates to specific feelings on the promotion system and perceived promotion chances.

Although there is no solid evidence from this study to support it, I believe that promotions and career potential are the main issues that separate the 22 individuals in group 2 from Group 1. This feeling is based on the grade data for the group--All majors or below with Captains accounting for nearly 70 per cent of the individuals represented; and the length of service data--nearly 75 per cent in the critical 5 to 14 year group. Since this group is characterized by an indecisive attitude on how they view the career field and their own jobs, it seems that part of this hesitancy may be resulting from a growing anxiety toward promotion from Captain to Major (or from Major to Lt. Colonel), the threat of the reduction in force (RIF) and the regular selection boards. It is only speculation since there is no data to support these ideas, however I do feel this is one definite area warranting additional study.

In the same view, the individuals feelings toward the promotion system as a whole may also play some role in helping the shaping of attitudes and feelings about the Air Force

in general and further studies may be warranted in this area.

The second most frequent comment found in the questionnaires dealt with what the respondents felt was a lack of career progression possibilities. Most who commented on this subject cited the movement of senior rated officials into key positions as demoralizing and having a very negative effect on career plans. More than twenty respondents also cited the lack of high level command support and a general lack of knowledge by commanders in how to effectively use the Information program as factors in low morale. Perhaps some studies could be conducted as to what extent Information Officers feel blocked by a lack of future career progression and how that relates to current job satisfaction and performance. Also, some studies may be warranted that would show how a Commander views the Information program and his Information Officer.

Thus, I feel the following areas of study are important follow-on studies that can yield new insights and areas of study into this concept of Information Officer job satisfaction.

- (1) What specific variables (or combination of them) will affect job satisfaction?
- (2) What relationship exists between job satisfaction (or lack of it) and job performance?

- (3) Are the attitudes of officers in other support areas similar to those of Information Officers?
- (4) How does perceived promotion abilities affect job satisfaction?

#### Concluding Comments

A close observation of the data indicates that almost all the individuals responding to this survey felt their jobs were challenging and interesting, regardless of how they may have otherwise felt about the career field or their own particular job. This seems to indicate that most of the criticism and restlessness within the career field is of a constructive nature, i.e., the respondents are not letting down on the job as a result of the problems cited but rather are attempting to resolve them in a constructive manner. Over sixty per cent of the respondents expressed an interest in obtaining the results of this survey and over fifty per cent of those responding had comments, which indicates to me a strong sense of concern and a willingness to work within the system for the necessary changes. The response rate of 93 per cent can be attributed in part to this concern for the career field and it is indicative of the sincere interest most Information Officers have to provide any help or information that may improve their own career field. This spirit of cooperation was very encour-



aging and should provide the incentive for continued research into this vital area.

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APPENDIX A

QUESTIONNAIRE



QUESTIONNAIRE

PART I

1. WHAT IS YOUR PRESENT GRADE?

2nd Lt.	_____	Lt. Col.	_____
1st Lt.	_____	Colonel	_____
Capt.	_____	General	_____
Major	_____		

2. WHAT IS YOUR PRESENT AGE?

21-28 \_\_\_\_\_  
 29-35 \_\_\_\_\_  
 36-Above \_\_\_\_\_

3. WHAT IS YOUR HIGHEST LEVEL OF COMPLETED EDUCATION?

High School Graduate \_\_\_\_\_  
 Bachelors Degree \_\_\_\_\_  
 Master Degree \_\_\_\_\_  
 Doctorate \_\_\_\_\_  
 Other (Please Specify) \_\_\_\_\_

4. DO YOU HAVE A COLLEGE MAJOR IN ANY OF THE FOLLOWING AREAS?

Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, please check the appropriate block)

Journalism	_____	Radio-Television	_____
Advertising	_____	Communications	_____
Public Relations	_____		

5. HAVE YOU EVER WORKED FOR MORE THAN ONE YEAR IN ANY OF THE FOLLOWING FIELDS (OTHER THAN IN THE MILITARY)?

Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, please check the appropriate blocks)

Radio or television	_____	Advertising	_____
Newspaper	_____	Public Relations	_____
Magazines	_____		

6. HAVE YOU EVER WORKED IN ANOTHER AIR FORCE CAREER FIELD (EXCLUDING INFORMATION)?

Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, please answer question #7, if no please go to question #8).

7. WHAT WAS THE LENGTH OF YOUR ASSIGNMENT TO THE FOLLOWING GENERAL CAREER AREAS?

	1-3 years	4-7 years	8-12 years	Above 12 years
Administration	_____	_____	_____	_____
Civil Engineer	_____	_____	_____	_____
Commander	_____	_____	_____	_____
Communications	_____	_____	_____	_____
Comptroller	_____	_____	_____	_____
Intelligence	_____	_____	_____	_____
Logistics (Supply)	_____	_____	_____	_____
Maintenance	_____	_____	_____	_____
Operations	_____	_____	_____	_____
Personnel	_____	_____	_____	_____
Safety	_____	_____	_____	_____
Social Actions	_____	_____	_____	_____
Transportation	_____	_____	_____	_____
Other (Please Specify)	_____	_____	_____	_____

**\*\*PLEASE GO TO QUESTION #8\*\***

8. HOW LONG HAVE YOU BEEN IN THE AIR FORCE?

0-4 years \_\_\_\_\_  
 5-10 years \_\_\_\_\_  
 10-14 years \_\_\_\_\_  
 15-20 years \_\_\_\_\_  
 Over 20 years \_\_\_\_\_

9. AT WHAT LEVEL ARE YOU PRESENTLY ASSIGNED?

Department of Defense \_\_\_\_\_  
 Headquarters USAF \_\_\_\_\_  
 Major Air Command \_\_\_\_\_  
 Numbered Air Force \_\_\_\_\_  
 Air Division \_\_\_\_\_  
 Wing \_\_\_\_\_  
 Base \_\_\_\_\_  
 Other (Please Specify) \_\_\_\_\_

## 10. WHAT IS THE SOURCE OF YOUR COMMISSION?

OTS (OR OCS) \_\_\_\_\_

ROTC \_\_\_\_\_

Aviation Cadet \_\_\_\_\_

Service Academy \_\_\_\_\_

Other (Please Specify) \_\_\_\_\_

## 11. WHAT ARE YOUR CAREER PLANS?

Make the Air Force my career \_\_\_\_\_

Get out as soon as my current obligation ends \_\_\_\_\_

Undecided \_\_\_\_\_

Other (Please Specify) \_\_\_\_\_



## PART II

THE FOLLOWING QUESTIONS ARE DESIGNED TO HELP GAIN SOME INSIGHT INTO THE INFORMATION CAREER FIELD AND THOSE INDIVIDUALS WHO ARE CURRENTLY SERVING AS INFORMATION OFFICERS. PLEASE ANSWER THEM BASED UPON YOUR OWN OPINIONS AND EXPERIENCES.

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY, AND THEN INDICATE THE DEGREE TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.

1 = STRONGLY AGREE      5 = STRONGLY DISAGREE

AGREE					DISAGREE
1	2	3	4	5	

---

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 1. The success of any new Air Force personnel policy will depend largely upon the Information program ..... | _____ | _____ | _____ | _____ | _____ |
| 2. The Information program keeps Air Force personnel well informed on Air Force matters .....               | _____ | _____ | _____ | _____ | _____ |
| 3. The Air Force places too much emphasis on obtaining favorable public opinion .....                       | _____ | _____ | _____ | _____ | _____ |
| 4. Most Air Force personnel understand the Air Force information program and what it does .....             | _____ | _____ | _____ | _____ | _____ |
| 5. The Air Force Information program enjoys strong support from all levels of command                       | _____ | _____ | _____ | _____ | _____ |
| 6. The Information program keeps the American public well informed on Air Force issues..                    | _____ | _____ | _____ | _____ | _____ |

AGREE

DISAGREE

1

2

3

4

5

- |   | 1     | 2     | 3     | 4     | 5     |
|---|-------|-------|-------|-------|-------|
| 7. The Information program has an important role in the development of new weapon systems .....                                       | _____ | _____ | _____ | _____ | _____ |
| 8. The Air Force does not place enough emphasis on obtaining favorable public opinion ....  | _____ | _____ | _____ | _____ | _____ |
| 9. The Information Program should be cut back, especially in these times of austere funding ....                                      | _____ | _____ | _____ | _____ | _____ |
| 10. Most commanders make good use of the Information program  | _____ | _____ | _____ | _____ | _____ |
| 11. The Information career field is a good one for promotions .....   | _____ | _____ | _____ | _____ | _____ |
| 12. The Information Officer seldom gains recognition for a good job ...   | _____ | _____ | _____ | _____ | _____ |
| 13. A rated officer should consider it a "plus" to his career to be assigned to the Information career field for his rated supplement | _____ | _____ | _____ | _____ | _____ |
| 14. An Information Officer has the same chances for promotion as a B-52 aircraft commander  | _____ | _____ | _____ | _____ | _____ |
| 15. The Information career field is a "dead end" promotion wise .....   | _____ | _____ | _____ | _____ | _____ |

	AGREE				DISAGREE
	1	2	3	4	5
16. Information Officers enjoy "command visibility" which is good for promotion	_____	_____	_____	_____	_____
17. The Information career field is an interesting one for me .....	_____	_____	_____	_____	_____
18. If I had a choice I would leave the Information career field for another Air Force job ....	_____	_____	_____	_____	_____
19. The Information career field is a challenging one .....	_____	_____	_____	_____	_____
20. I would advise a new second lieutenant that the Information career field is the best in the Air Force	_____	_____	_____	_____	_____
21. I believe that my talents and skills are being utilized effectively in my present job	_____	_____	_____	_____	_____
22. The Information Officer is too often used in accomplishing tasks that are not related to Information	_____	_____	_____	_____	_____
23. I believe that my present job is a satisfying and rewarding one.....	_____	_____	_____	_____	_____
24. The effectiveness of an Information Officer depends largely upon formal training and education .....	_____	_____	_____	_____	_____



AGREE

DISAGREE

1

2

3

4

5

25. I feel I need more formal training in order to properly do my job .....

\_\_\_\_\_

26. As an Information Officer I am respected by a majority of my contemporaries and co-workers .....

\_\_\_\_\_

27. I am happy with my current job .....

\_\_\_\_\_

28. The Information career field should not be cut in times of austere funding, but rather should be strengthened

\_\_\_\_\_

29. My effectiveness as an Information Officer depends primarily upon my general experiences and personal attitudes

\_\_\_\_\_

30. I personally feel that the Information Officer is one of the most important members of the Commander's staff

\_\_\_\_\_

31. WRITE BELOW ANY COMMENTS YOU MAY HAVE CONCERNING THE AIR FORCE INFORMATION PROGRAM OR THE INFORMATION CAREER FIELD.

APPENDIX B

DEMOGRAPHIC ANALYSIS OF RESPONDENTS

## DEMOGRAPHIC ANALYSIS OF RESPONDENTS

<u>GRADE</u>		
	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
2 Lt.	8	4.0
1 Lt.	20	10.0
Captain	82	41.0
Major	53	26.5
Lt. Colonel	24	12.0
Colonel	12	6.0
General	1	0.5
Total	200	100.0

<u>AGE</u>		
21-28	32	16.0
29-35	82	41.0
36-above	86	43.0
Total	200	100.0

<u>EDUCATION</u>		
High School	5	2.5
B.S.	107	53.5
M.S.	86	43.0
Ph.D.	2	1.0
Total	200	100.0



DEGREE IN JOURNALISM OR RELATED AREA

	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Yes	135	67.5
No	65	32.5
Total	200	100.0

DEGREE AREA

Journalism	62	31.0
Advertising	9	4.5
Public Relations	19	9.5
Radio/Television	17	8.5
Communications	26	13.0
None of the Above	67	33.5
Total	200	100.0

PRIOR CIVILIAN EXPERIENCE

Yes	76	38.0
No	124	62.0
Total	200	100.0

CIVILIAN EXPERIENCE AREA

Radio/Television	32	16.0
Newspapers	34	17.0
Magazines	6	3.0
Advertising	16	8.0
Public Relations	16	8.0

\* Will not total 76 since more than one answer could be chosen.

EXPERIENCE IN OTHER AIR FORCE CAREER AREAS

	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Yes	119	59.5
No	81	40.5
Total	200	100.0

0 - 4 YEARS IN OTHER CAREER AREAS

Administration	22	11.0
Commander	6	3.0
Communication	3	1.5
Operations	7	3.5
Other	30	15.0
None	132	66.0
Total	200	100.0

5 - 9 YEARS IN OTHER CAREER AREAS

Administration	7	3.5
Operations	22	11.0
Communications	2	1.0
Intelligence	2	1.0
Other	19	9.5
None	148	74.0
Total	200	100.0

10 OR MORE YEARS IN OTHER CAREER AREAS

Administration	1	.5
Intelligence	2	1.0
Operations	25	12.5
Other	8	4.0
None	164	62.0
Total	200	100.0

LENGTH OF SERVICE

	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
0-4 years	26	13.0
5-10 years	57	28.5
11-14 years	50	25.0
15-20 years	32	16.0
20 or more years	35	17.5
Total	200	100.0

JOB LEVEL

DOD	9	4.5
HQ USAF	31	15.5
Major Air Command	39	19.5
Number Air Force	22	11.0
Air Division	4	2.0
Wing	52	26.0
Base	11	5.5
Other	32	16.0
Total	200	100.0

SOURCE OF COMMISSION

OTS (OCS)	69	34.5
ROTC	111	55.5
Aviation Cadet	8	4.0
Service Academy	7	3.5
Other	5	2.5
Total	200	100.0